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<tr><td rowspan="2"></td><td align="center">Universitas Negeri Surabaya
Faculty of Languages and Arts
Bachelor of Chinese Language Education Study Program</td><td>Document Code</td></tr>
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	UNESA		**Universitas Negeri Surabaya** **Faculty of Languages and Arts** **Bachelor of Chinese Language Education Study Program**					**Document Code**

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Purchaser Planning, Mandarin		8820802086		**T=2**	**P=0**	**ECTS=3.18**	5	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Miftachul Amri, M.Pd., M.Ed., Ph.D.

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Study of the development of learning designs by utilizing learning design concepts, learning evaluation, SBM, media, as well as curriculum and classroom management through class meeting activities, laboratory exercises, and simulations to produce Mandarin language learning tools in schools, which include a complete syllabus and lesson plans to be presented in class discussions and exhibitions/shows of study program work.

References	Main :	
	1.	**1. Sanjaya Wina. 2011 Perencanaan dan Desain Sistem Pembelajaran. Jakarta: Kencana** 2. Richard I. Arends. 2008 *Learning to Teach* Buku Satu (Belajar untuk Mengajar): Pustaka Belajar. 3. Richard I. Arends. 2008 *Learning to Teach* Buku Dua (Belajar untuk Mengajar): Pustaka Belajar. 4. Brown, Douglas. 2007 Prinsip Pembelajaran dan Pengajaran Bahasa.
	Supporters:	

Supporting lecturer	Dr. Heny Subandiyah, M.Hum. Prof. Dr. Subandi, S.Pd., M.A.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Understand the nature, history and scope of planning, teaching and learning tools	Explain the mechanisms and procedures for implementing lectures. Explaining Teaching Perspectives, Teaching Aspects, Learning Tools		Lecture Question and Answer Discussion 2 X 50			0%
2	Understand the meaning, importance, benefits and functions, criteria for preparing learning plans, steps for preparing plans	Explains the meaning, importance, benefits and functions, criteria for preparing learning plans, steps for preparing learning plans.		Lectures, discussions and questions and answers 4 X 50			0%
3							0%
4	Understanding the development of Learning Design Model planning programs: the nature of learning design, instructional design models	Explains the development of Learning Design Model planning programs: the nature of learning design, instructional design models		Lectures, discussions and questions and answers. 4 X 50			0%
5							0%
6	Understand the competency achievement-oriented learning system design model, the DSI-PK model	Explaining the competency achievement-oriented learning system design model, the DSI-PK model		Lectures, discussions and questions and answers 2 X 50			0%
7	Understand the techniques for designing needs analysis: understanding, steps, and sources of needs analysis	Explains techniques for designing needs analysis: understanding, steps, and sources of needs analysis		Lectures, discussions and questions and answers 2 X 50			0%
8	Understand the importance of formulating goals, general goals and specific goals, objectives and competencies	Explain the importance of formulating goals, general goals and specific goals, objectives and competencies		Lectures, discussions and questions and answers 2 X 50			0%
9	Able to compile a syllabus for theme 1 for group 1 and theme 2 for group 2 in the textbook	Develop a syllabus according to the theme of each group and maintain it in the presentation		Syllabus group presentation, discussion, and question and answer using 2 X 50 power point			0%
10	Able to prepare a syllabus for theme 3 for group 3 and theme 4 for group 4 in the textbook	Prepare the syllabus and maintain it in the presentation		Syllabus group presentation, discussion, and question and answer using 2 X 50 power point			0%

No	Ability	Criteria		Learning Method			Percentage
11	Able to prepare a syllabus for theme 5 for group 5 and theme 6 for group 6	Develop a syllabus according to the theme of each group and maintain it in the presentation		Syllabus group presentation, discussion, and question and answer using 2 X 50 power point			0%
12	Able to prepare a syllabus for theme 7 for group 7 and theme 8 for group 8	Develop a syllabus according to the theme of each group and maintain it in the presentation		Syllabus group presentation, discussion, and question and answer using 2 X 50 power point			0%
13	Able to prepare lesson plans for theme 1 for group 1 and theme 2 for group 2 based on the syllabus that has been prepared previously	Prepare lesson plans for theme 1 for group 1 and theme 2 for group 2 based on the syllabus that has been prepared previously and defend it in the presentation		Group lesson plan presentation, discussion and question and answer 2 X 50			0%
14	Able to prepare lesson plans for theme 3 for group 3 and theme 4 for group 4 based on the syllabus that has been prepared previously	Prepare lesson plans for theme 3 for group 3 and theme 4 for group 4 based on the syllabus that has been prepared previously and defend it in the presentation		Group lesson plan presentation, discussion and question and answer 2 X 50			0%
15	Able to prepare lesson plans for theme 5 for group 5 and theme 6 for group 6 based on the syllabus that has been prepared previously	Prepare lesson plans for theme 5 for group 5 and theme 6 for group 6 based on the syllabus that has been prepared previously and defend it in the presentation		Group lesson plan presentation, discussion and question and answer 2 X 50			0%
16	Able to prepare lesson plans for theme 7 for group 7 and theme 8 for group 8 based on the syllabus that has been prepared previously	Prepare lesson plans for theme 7 for group 7 and theme 8 for group 8 based on the syllabus that has been prepared previously and defend it in the presentation		Group lesson plan presentation, discussion and question and answer 2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes
1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.

3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.